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show that the red calx of mercury contains mercury and a gas," "To show that oxygen is heavier than air"; and detailed instructions such as, "Show that they [crystals] are easily soluble in water producing a solution acid to litmus," "Result [of quantitative work] should be as given at the beginning of this experiment." In some quarters, such attempts to prevent the pupil from finding things out for himself by careful observation are considered criminal.

But the aims of a polytechnic are not identical with those of a secondary school, and it is true that the purely demonstration method imparts a maximum of technological knowledge with a minimum of effort on the part of the student. The influence of the author's London B.Sc. examination, also, doubtless persists, for the fact-cramming demonstration method is a time-saver, in that it devotes no time to the endeavor to develop the student's powers of observation and reasoning, which, in examinations, are of little marketable value.

One is glad to be able to say that the 78 illustrations, from photographs, are excellent.

ALAN W. C. MENZIES

OBERLIN, OHIO

Culture, Discipline and Democracy. A. DUNCAN YOCUM. Philadelphia: Christopher Sower Co., 1913. Pp. vii+320.

This is one of the comparatively few books that have appeared within the last decade that is saturated from beginning to end with an educational philosophy. Moreover the philosophy is sane. The great issues underlying most of our present controversies, rather than the controversies themselves, are related into a complete educational scheme. Although the book is essentially a philosophical treatment of the principles of education, the author shows that he is sympathetic with modern experimental work by outlining many problems for investigation.

The underlying thesis of the book is an analysis of self-activity into its various aspects and the evaluation of each in terms of relative worth. Dr. Yocum contends that the end of education is not knowledge, information, or methods of work, but activity directed into useful channels. Consequently relative worth supplies the only rational basis for estimating the value of culture and of discipline, for determining modifications in the course of study, and for varying the modes of instructions.

Dr. Yocum outlines his theory as follows: "For from the standpoint of culture and discipline as distinct from democracy, I have been forced to see that for the majority of individuals who do not continue to lead the life of academic specialists, no discipline can be lasting or culture continuing which is not closely related to everyday life. And to an education which is democratic only in opportunity, I have gradually come to add education which is democratic, on the one hand, in its ideals, its subject-matter, its organization and its method, and on the other, in compulsion which demands not only that each individual shall have through compulsory school attendance the rudi-

ments of academic knowledge, but, through compulsion of repetition, every detail of culture and discipline essential to usefulness to the community and the state."

The appendix contains a valuable list of references for those who are interested in educational theory. The author's analytical index is usually complete; it might be taken as a model.

LOTUS D. COFFMAN

UNIVERSITY OF ILLINOIS

Causes and Effects in American History. By EDWIN W. MORSE. New York: Scribner, 1912. Pp. viii+289.

The title of Mr. Morse's book leads one to expect a philosophical essay on the principles that underlie our national development, or at least a disquisition on the spirit of our institutions. Instead, the reviewer has found only the narrative of the leading events of our history from the days of Eric the Red to Roosevelt, retold in pleasing style and with substantial accuracy, but without a shadow of justification of the promise of the preface to "ignore details" and deal "not so much with facts as with causes and effects—with the large currents of thought, feeling, and action which from generation to generation, especially through the economic and intellectual influences of each period, have modified and shaped the doctrines of the American people." A comparison of almost any chapter of Mr. Morse's little book with a corresponding chapter in one of our better textbooks in American history will convince the reader that one account might be substituted for the other without serious injury to the unity of the work.

Compared with the failure of the book to live up to the promise of the title and the assurances of the preface the faults in the text itself are insignificant. It is perhaps a bootless task to sift out each little error that has crept into the pages of a book on history, and call the task a review. But it is also true that slips in fact and obscurities in statement assume greater proportion as they are the less atoned for by some general and striking excellence of the work. In the first fifty pages of Mr. Morse's book we find the following errors: the date of Drake's voyage is given 1570-80 (p. 13); Philadelphia is settled in 1682 on p. 28 and in 1683 on p. 31; Quebec is founded in 1609 (p. 36); the year 1688 is given both for the accession of William III to the English throne (p. 47) and for the outbreak of the war between England and France (p. 43); the emigrants to Virginia after Charles I's execution consisted of "thousands of men of the best blood in royalist circles in England" (p. 26); eighty years after the Cabots' voyages (i.e., about 1577) "comparative quiet had followed the turmoil of the Reformation" and "the power of Spain was on the decline" (p. 10). There is some obscurity, too, in such a statement as that (on p. 7) "in 1492 Spain had superseded Portugal in maritime as in other affairs," and in the discussion of the effect of the Iroquois-Dutch alliance (p. 32) before the description of the event which brought it about (pp. 36, 37).